**Lesson Plans for Mrs. Hanlon’s Class**

**Monday May 7, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Health**

**Lesson 6 – Choosing a Healthy Lifestyle.**

## **Objective:** Student will learn how to make healthful choices to reduce their risk of disease.

**Materials:** Student textbook pages 220-222

* Teacher Manual p. 220-222
* Activity book pages “Chapter 7: Quick Study”

**Procedure:**

1. Anticipatory Set: Read about responsibility of your health found on page 219
2. Read pages 220-222 and discuss.
3. Go over questions on page 222
4. Activity book “Quick Study” for Lesson 6

**Assessment:** Quick Study

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:00 ENGLISH**

**Day 9: Pronouns in Prepositional Phrases.**

**Objective:**  For students to identify pronouns in prepositional phrases.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Use challenge activity to introduce lesson.

**2.** Go over pages 262-263 as a whole class.

3. Complete page Worksheet page 7

**Assessment:** Worksheet 7

**Homework:** Worksheet 7

**10:00-10:30 Spelling**

**Objective**: Students will be able to increase their spelling skills by identifying words that end with –ent, -ant, -able, and –ible.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 6: Animal Encounters

**Activities**:

1. **Anticipatory Set:** Use page 671E-671F in teacher’s manual to have students find the long vowel sound. Have students write their own words and have it checked by the class.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 242-244 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**10:30-11:45 Reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of drawing conclusions to strengthen their ability to summarize.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 6: Animal Encounters

**Activities**:

1. **Anticipatory Set:** Make a chart of “Kinds of Eaters” using page 647BB
2. Read the “Teacher Read aloud” to students found from pages 647CC-647DD, Giving Wildlife a Second Chance. Have students ask the class questions and teachers will also use the guiding comprehension questions.
3. Build student vocabulary by studying pages 649-650 with students. (Optional: Complete Wordbook page 236)
4. Listen to the story on CD. Story is found on pages 650-665.
5. Discuss questions on page 666 as a whole class.
6. Students will begin completing pages 237: Graphic Organizer: Conclusions Chart and page 238: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:50-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For student to understand bisectors

**Resources:** Glencoe Mathematics Teacher’s Manual

**Activities:**

1. **Anticipatory Set:** Problem of the Day 13.3
2. Correct homework and discuss any problems.
3. Complete interactive chalkboard for 13.3
4. Allow students time to complete 13.3 worksheet.

**Assignment:** Complete Worksheet 13.3

**Assessment:** Teacher observations and assignment

**1:20-2:00 Science with Mrs. Radtke’s class**

**Objective:** The learner will understand what defines a track, and realize that they come from many different sources.

**Resources:**

* Pencil
* Black paper
* Baby powder
* Paper towel
* Foot print notebooks.

**Activities:**

1. **Anticipatory Set:** Prepare an area for human prints and explain ‘track’ unit.
2. Have students create their ‘track’
3. Define the word ‘track’ as a group.
4. Have students create ‘foot’ note books.
5. Have students work in small groups to brainstorm as many possiblities for things associated with ‘tracks’
6. As a whole group, create a web for tracks unit.

**Assignment:** Find evidence from backyard.

**Assessment:** Assessment through discussion.

**2:00 Recess**

**2:15-2:55 Repeat LESSONS with homeroom**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday May 8, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Health**

## **Chapter 7 Review**

## **Objective:** Performance will be satisfactory when the learner can identify important procedures for being safe.

**Materials:** Student textbook page 224-225

* Teacher Manual p. 224-225
* Safari Montage

**Review**

1. Students will complete the chapter review on page 224-225

**Homework:** review

**Assessment:** Teacher observations

**9:00-9:30 English**

**Day 10: Adverb or Prepositions?**

**Objective:**  For students to identify whether a word is an adverb or a preposition.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Complete the One-Minute warm-up.

**2.** Go over pages 254-255 as a whole class.

3. Complete page Worksheet page 8

**Assessment:** Worksheet 8

**Homework:** Worksheet 8

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**9:30-10:00 Writing**

**Objective:** Students will work questions for Central teachers and students.

**Materials:** Notecards

**Activities:**

1. Explain to students that we will be going to Central and Central studnets will be coming to our class next week. We need to think of questions.

**Assessment:** Teacher observations

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:00 Computer Lab**

**Objective:** Students will begin research for the wax museum characters.

**Materials:** Wax Museum materials.

**Procedure:**

1. Allow students work time on their research.

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of drawing conclusions to strengthen their ability to summarize. Students will develop an understanding of dictionary use and review English skills.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 6: Animal Encounters

**Activities**:

1. **Anticipatory Set:** Talk about how in My Side of the Mountainthe animals have human characteristics. Have students create one animal and create them as a human characteristic. “Only in Fiction” Teacher’s manual page 647BB.
2. Review the story by discussing workbook pages 237-238. Focus on how on page 237 you are able to draw conclusions based on details from the story.
3. Discuss page 240 in workbook. Read page 239 with students and have them complete page 240.
4. Take out dictionaries for every student. Show students how to find the suffixes of words. Also look at the dictionary entries on page 245. Explain to students how to complete page 241 and 245. (Teacher’s Manual pages 671C and 671G)
5. Review with student’s pronouns and prepositional phrases by completing pages 246-247 as a whole class.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:50-12:30 Lunch and Recess**

**12:30-1:30 Math**

**Objective:** For students to understand two-dimensional figures

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day 13.4
2. Go over yesterday’s test
3. Use the interactive chalkboard to guide lesson 13.4
4. Allow students work time on Homework, 13.4 Worksheet

**Assignment:** Worksheet 13.4

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science With Mrs. Radtke’s Class.**

**Objective:** Students will understand what defines a track, and realize that they come from many different sources.

**Resources:**

* Student sample tracks
* Reference books, sheets, notebooks
* “Trick Tracks”
* Mammal handouts

**Activities:**

1. **Anticipatory Set:** Students will share tracks that they have brought in from home.
2. Give students copy of page 50 ‘tricky tracks’
3. List the following mammals on the board, raccoon, whitetail deer, snowshoe hard, beaver, red fox, red squirrel, black bear, house cat, muskrat, porcupine, weasel, and skunk.
4. Go through and discuss “animal Track Notes with students.
5. Students should use reference sheets to identify the different tracks on worksheet 50.
6. Discuss worksheet as a whole class.

**Assignment:** Bring in a potato.

**Assessment:** Informal assessment through discussion and completion of lab sheet.

**2:00 Recess**

**2:15-2:55 Repeat Lesson with homeroom**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday May 9, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Day 11: Choosing different adverbs.**

**Objective:**  For students to identify whether a word is an adverb or a preposition.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Complete the One-Minute warm-up.

**2.** Go over pages 266 as a whole class.

3. Complete page Worksheet page “Choosing Different Adverbs”

**Assessment:** Worksheet “Choosing Different Adverbs”

**Homework:** Worksheet “Choosing Different Adverbs”

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-11:00 Health**

## **Chapter 7 Review**

## **Objective:** Performance will be satisfactory when the learner can identify important procedures for being safe.

**Materials:** Student textbook page 224-225

* Teacher Manual p. 224-225
* Safari Montage

**Review**

1. Students will complete the chapter review on page 224-225

**Homework:** review

**Assessment:** Teacher observations

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of drawing conclusions to strengthen their ability to summarize.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 6: Animal Encounters

* Leveled Readers:
  + KAT the Curious

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:50-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to identify lines of symmetry.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day 13.5
2. Go over yesterday’s homework and discuss any questions.
3. Use the interactive chalkboard to guide lesson 13.5
4. Allow students work time on Homework, 13.5 Worksheet

**Assignment:** Worksheet 13.5

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 BoB Blowout**

**2:00 Recess**

**2:15-2:55 BOB Blowout**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday May 10, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will begin research for the wax museum characters.

**Materials:** Wax Museum materials.

**Procedure:**

1. Allow students work time on their research.

**Homework:** None.

**9:15-10:00 LMC WITH MRS. Dickenson**

**10:00-10:10 Teacher Read aloud and snack**

**10:10-10:30 english**

**Day 12: Treasure Mapping**

**Objective:**  For students to use prepositional phrases to write directions.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Complete the One-Minute warm-up.

**2.** Go over pages 267 as a whole class.

3. Complete a treasure map

**Assessment:** Treasure Map

**Homework:** Treasure Map

**10:30-11:00 Health**

## **Chapter 7 Test**

## **Objective:** Assess student understanding of diseases.

**Materials:** Chapter 7Test

**Test**

1. Students will complete the Chapter 7 Test.

**Homework:** None

**Assessment:** Chapter 7 test

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of drawing conclusions to strengthen their ability to summarize.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 6: Animal Encounters

* Leveled Readers:
  + KAT the Curious

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:50-12:30 Lunch and Recess**

**12:30—1:20 Math**

**Objective:** For students to understand transformations.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Demonstrate the movement of objects on a plain
2. Correct homework and discuss any problems
3. Discuss pages 532-533
4. Allow students work time on creating their own graph showing their own movements.

**Assignment:** independent graphs

**Assessment:** Teacher observations and complete graphs

**1:20-2:00 Science with Mrs. Rad’ke's Class**

**Objective:** The learner will differentiate between various tracks and compare/contrast them.

**Resources:**

* Trick Tracks part2
* What Happened Here Wkst.

**Activities:**

1. Anticipatory Set: Following tracks is not an easy task. Sometimes the result of following your track is different that what you had expected. Explain they will be lolling at how tracks can tell a story.
2. Hand out page 51 and have student answer questions independently, with a partner and then discuss as a whole group.
3. Hand out page 52 give students time to discuss with a partner and review as a whole group.

**Assignment:** Bring in a large potato

**Assessment:** Informal assessment through teacher observations.

**2:00 Recess**

**2:20-2:55 Repeat Science Lesson with Homeroom.**

**2:40 BOB Check off**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday May 11, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Music**

**9:00-9:30 Gym**

**9:30-10:00 Spelling: Play Sparkle, Take Test and Play Spello**

**10:00-10:30 English**

**Day 13: Chapter 7 Review**

**Objective:**  For students to review chapter 7

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** In the computer lab, show students [www.eduplace.com/kids/hme](http://www.eduplace.com/kids/hme) It is a great quiz/review place.

**2.** Students will work with a partner to complete page 268-269.

3. Check as a whole class.

**Assessment:** Review

**Homework:** Review for test

**10:30-11:00 Health**

## **Chapter 7 Test**

## **Objective:** Assess student understanding of diseases.

**Materials:** Chapter 7Test

**Test**

1. Students will complete the Chapter 7 Test.

**Homework:** None

**Assessment:** Chapter 7 test

**11:00 Reading**

**Objective**: Students will be able to show the ability to monitor the story they read and using comprehension skills to clarify information about a story. Students will also be able to use the comprehension skill finding story elements like topic, main idea, and supporting details

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 6: Animal Encounters, Week 2 Skills Test

Leveled Readers:

* + Saving the Sea Turtles
  + The Emerald Cathedral
  + Invaders

**Activities**:

1. **Anticipatory Set:** “Giving Directions” on page 637N in teacher’s manual.
2. Meet with any other groups that are needed. Students that are not meeting in the small group can either choose another reader or work on the challenge activity.
3. Allow for students to take the Week 2 Weekly Skills Test

**Assessment**:Weekly Skills Test

**11:00 Lunch & Recess**

**12:30-1:20 Math**

**Objective:** For students to similar and congruent figures.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day 13.6
2. Go over homework
3. Use the interactive chalkboard to guide lesson 13.6
4. Allow students work time on Homework, 13.6 Worksheet

**Assignment:** Worksheet 13.6

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** The learner will understand what defines a track, and realize that they come from many different sources.

**Resources:** Carving utensils, potatoes, toothpicks, paint, contstruction paper

**Before class:**  Get materials organized.

**Activities:**

1. Anticipatory Set: Explain potato activity to students.
2. Allow students to begin carving their potato.
3. When done carving, students may use paint to ‘stamp’ with their potato.
4. Share/guess what one another carved.

**Assignment:**

**Assessment:** Teacher observations

**11:30 END of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.